

THE PINEERTON CRITIC.



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The Pinkerton Critic.

VOL. VI.

DERRY, N. H., APRIL, 1910.

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DERRY, N. H., 1910.

Were you to ask of your neighbor the question, "What is the purpose of the agricultural course at the Academy?" you would probably receive the answer, "To make farmers of the boys, of course." It is the prevalent opinion that the course has that end in view. A reading, however, of Principal Silver's speech at Concord in February on "Practical Education," brings quick realization of the fact that this prevalent belief is erroneous. The production of farmers is not the first object of the course.

The old high school recognized the fact

that its proper object was so to develop and broaden the student that he might undertake work after graduation with a well-balanced, keen, and acute mind. The old high school recognized the fact that the training of the high school student should be general, that its course of instruction should prepare him to specialize in whatever direction he would after graduation; and it sought to give this training and this preparation by a course which included almost always both Latin and Greek. The mere knowledge acquired of the ancient languages was not the important thing; it was the training which study of them gave that was all-important.

The old conception of what the high school should aim to accomplish was a correct one. The old high school erred in attempting to attain its object by one classical course of instruction. It overlooked the fact that the characters and temperaments of the students differed. Some boys can be best trained by the study of a dead language; but there are just as many other boys who would only be confused by such study, and Latin and Greek to them would be unreal, uninteresting, and devoid of any benefit. It is folly to attempt to train this latter class by teaching them an ancient language.

Every boy has from childhood certain bents, certain inclinations, which will, sooner or later, determine the trade or the profession which he will follow through life. One boy, of a studious char-

acter, is destined to enter one of the professions. To him, the study of a language is far more interesting than the study of anything of a mechanical nature. A second boy, however, of a very practical character, cannot grasp either Latin or Greek. Both are unreal to him. He must see things done, and do them. The last quarter century has been a period of great progress in educational methods. It has come to be recognized universally that these natural inclinations of the student should govern the high school course which he is to follow. As to just how, there is disagreement, and two classes of modern schools have grown up.

First, the so-called trade school, a number of which are to be found in Massachusetts. The trade school takes the boy fresh from grammar school, separates him from his mates, and places him with other boys who, like him, are to learn a trade. The trade school teaches the boy a trade. Aside from the fact that it is, in its segregation, undemocratic, it has of necessity a narrowing influence upon the boy at a time when, if ever, the broadening of his mind is desirable. Specialization should not begin until after the completion of a high school course; in the trade school the boy begins to specialize when he has but recently graduated from grammar school. In attempting to swing away from the old high school, the trade school has gone too far. The old high school represents one extreme; the trade school, the other; and both are undesirable. The old high school aimed only at culture,—it cared not whether the knowledge which the student secured would be useful in after life. The trade school disregards culture entirely,—it seeks only to impart

useful knowledge to the student. It is obvious that the most desirable high school is a mean between the old high school and the trade school. The new high school is that mean.

Of the second class of modern schools, Pinkerton is a good example. This second class has not (as has the trade school) lost sight of that truism recognized by the old high school, that the development and broadening of the mind of the student should be the first purpose of high school courses; that it is not the knowledge acquired, but the training, which is of the most importance. Unlike the old high school, the modern school does not attempt to train its students by a one classical course.

Prof. Bailey of Cornell has said aptly that as much knowledge can be secured from a beet root as from a Greek root. It is true. A boy will be developed as much by the study of agriculture as he will by the study of Greek,—much more so, indeed, if he is more interested in agriculture than in Greek.

The new high school has, therefore, a variety of courses. For that student who is interested in classical subjects, it provides a classical course. For that student who is of a practical nature, it makes provision for the study of practical things. No longer is the boy who dislikes the dead languages and is confused by them, forced to pursue a course in them, or leave school and culture behind. He is given a course which is real to him, and in its study his mind becomes strengthened and broadened as it never would have become had he taken a classical course.

The installation of the new courses of study at Pinkerton but means that she has

been brought up abreast with the times. "Practical Education" is now the education which she exemplifies, and "Practical Education" and the installation of these new courses is but the application of hard common sense to teaching. The agricultural course does not aim to produce farmers,—that would be specialization at which Pinkerton does not aim. If a graduate of the agricultural course takes up

farming as an occupation after graduation, he will be a much better farmer for the knowledge he has secured in Pinkerton; but that is incidental. The course in agriculture, and the other new courses, in the domestic arts, and in shopwork, do aim so to broaden the school's curriculum that every student may be developed and broadened, and in the best and most practical way.

J. T. B.

The Snake Charmer.

MASON J. YOUNG.

Eight years ago, at the beginning of my five years consulship at Ceylon in the island of Aylon, I met a Hindoo snake charmer who struck me as showing very powerfully the influence a man's occupation has upon his character. I lived in a large bungalow, surrounded on all sides by ten feet of gravel as a protection against snakes, after the manner of all Europeans. A short distance away, on the other side of a typical tropical jungle, lived a young Hindoo named Hadja, who possessed a superior education in his own language, and could speak English well, also. Upon hearing about him, I engaged him to teach me the Hindoo language. He was glad of the opportunity, refusing all pay, saying that he would learn as much from me as I would from him. He at once began, however, frequently to bring three large cobras he owned, Lud, Rumu, and Loo, and make them perform, separately or together, on the gravel in front of my bungalow. He never refused any money I offered him for their performance. Learning from a friend that a

snake charmer never receives money except from the performance of his snakes, I guessed that he expected me to pay for his services as teacher by paying for his services as entertainer, which I did, to his evident satisfaction.

Hadja once told me that he was brought up to be a snake charmer, but that, until the year in which I came to Ceylon, he had never owned or had the entire training of any snakes. At another time he told me that all snake charmers endeavored to overawe their snakes, and for that reason they always began with them when young and kept them as long as they would live.

In the first months of my acquaintance with him, Hadja was as worldly and free from the oriental reserve as any Hindoo I ever knew. I liked his company when he didn't have his snakes. His snakes being with him, however, if only in the woven reed baskets, he was self-controlled and alert. His eyes, when he was playing on his heavy wooden flute, would glow coldly and beadily.

The months went by; he came and went as a teacher; he frequently brought his snakes, most frequently, Lud, the largest. As a snake charmer, as far as I could see, he was always the same, but as a teacher he changed. He took no interest in the newspapers or in his teaching, and when I invited him to stay to dinner, if he stayed at all, he ate rice almost entirely, never touching meat. His body grew lean, grew slightly bent; his eyes were almost always cold and beady.

It was at the end of my third year in Ceylon that one day as Lud was slowly swaying back and forth to the tune of the flute, Hadja unexpectedly touched Lud's tail with his foot. Like a steel spring Lud coiled, and almost simultaneously Hadja struck him with his heavy flute. Two more blows and Lud lay dead on the gravel. As Rumu and Loo rustled in their baskets I felt the same cold fear I had when, on my first day at school, the older boys had unexpectedly thrown a dead adder into my lap.

This incident seemed to shake Hadja's confidence in himself as a snake charmer for a while, but he soon recovered. His

eyes were always beady; his speech concise and cold. I could not bear his presence, and discharged him, pleading the amount of work I had to do as consul. I saw no more of him, but heard much from my servants. He was the most famous charmer in Ceylon. It was his boast that neither Rumu nor Loo had tasted milk for a year, the food which of all others a snake likes best, and which is believed by all Hindoos to be a powerful agent in keeping him under control. His confidence in himself was unbounded and so far, it seemed, well founded.

At last he said he would keep Rumu without food or drink for three days, and on the morning of the fourth, with a rag wet with milk tied at his throat, he would force him to crawl over his body. I thought of going with some friends to see him do it, but my nerve failed me. Hadja seemed successful. Rumu seemed under absolute control. At last Hadja, laying aside his flute, exclaimed, "With eye alone!" With the exclamation, Rumu struck Hadja full in the throat, and escaped into a pile of straw. Hadja was seen later staggering like a drunken man into a jungle near the city.

The Dying Genius.

ROBERT LEE KLOEBER.

I sauntered to the window and stood gazing at the people picking their way to church. My companion still protested violently that it was too dull a morning on which to go and have an hour of peaceful prayer and meditation, but at last I won him over, and, grumbling yet, he put on his coat and hat, and we

ventured out.

We had perhaps gone a hundred yards from the house, when a cab drew up beside us and stopped short. The door opened, and a dignified man stepped out and stood before us.

"My friends," said he, solemnly, "I know that you will not refuse the request

of a dying man."

Nothing could have astonished me more than those few words. Before I could reply, he went on:

"All I ask is that you come to my dwelling with me, and I will pledge you my honor no harm shall come to you. "Remember," he continued, "it is a dying man's last wish."

My companion was likewise astounded. Could this man be insane? Even as the thought flashed through my mind, he seemed to read it.

"No," said the strange individual, "I am in my right mind, I assure you. Will you not come?"

I have always had a strang, uncanny zest for adventure, and then it came upon me stronger than ever. Turning to my friend, I said, "I'm going. You may come if you wish."

Not to be outdone, he stepped into the cab, and I followed. I will never forget that ride though I live to a hundred years. The strangeness of the whole affair seemed to appal me. Our companion sat with his head upon his breast as if in meditation, and his long, slender fingers played with a button upon his coat. Not a word was spoken by one of us, and at last the cab stopped before a stone dwelling.

The strange man stepped out of the vehicle, and led us up the stone walk through a finely terraced lawn. Still silent, we entered the house, our guide leading us. Suddenly he turned to us, and said, "Follow me!" There was a strange light in his eyes, the light of expectancy. Opening a door, he led us into a room the like of which I have never since seen. The walls were hung with

rich paintings and portraits of immense value. Most curious of all, however, was the fact that there was not a window in the room. A dull light suffused the room, but whence its source was I could not discern.

Motioning us to seats, the strange person said, "Friends, I am a composer of music, and my aim in this life has been to compose a masterpiece. When I first saw you, I knew that you were of a musical turn." (He was right; both my chum and I play modestly on the piano.) "I have at last completed my life's work," he went on, "and now I have to die. Even now my limbs grow weak and my head whirls." I glanced at his face, and saw that it was fast growing white. "All that I ask of you is that you listen, and —"; he faltered for an instant, his voice breaking. "And when I am gone, try to appreciate my work."

He crossed the room, and took from a cabinet a music portfolio and a violin. I started when I saw the violin, for I recognized in it one of the world's greatest instruments. Spreading the music before him, he took his violin in hand, and began the prelude. The first few notes were softly played; then, gradually, the sound increased in volume, until the whole room was filled with melodious sound. We listened enraptured, spell-bound by his wondrous playing. The musician's face was now aglow, and his eyes flashed. Suddenly the last notes died out. He rose, staggered across the room, clutching tightly his music and his violin.

On the other side of the room was a small taper burning incense. Into this flame he thrust the music. The flam-

caught on the dry parchment, and soon the great work was ablaze. The Genius wavered for an instant, then fell heavily to the floor. About him lay the violin,

broken into a thousand pieces, and in his hand were the charred remains of the music. On the floor before us lay all three, the violin, the music, the musician; all three, forever lost to the world.

Athletics

The athletic policy at Pinkerton has been changed. For this spring at least we are going to do without a coach. This decision was reached after due thought and observation by our principal, who is very interested in athletics himself and can be relied upon to give them his best support.

The present plan is to divide all the eligible players in the school into three classes in order of their respective merits. From these classes four teams have been arbitrarily chosen by Mr. Silver, on each one of which are players from all three classes. The teams are to be known as the Reds, Blues, Greens, and Yellows. If, for instance, the Yellows and Blues are playing, and the Blues lack one player, an A-Class man, the Blues then have the privilege of choosing a player in Class A from either of the two teams which are not playing.

The beauty of this arrangement is apparent, for it not only gives every fellow who wishes to play an opportunity, but enables the captain of the school team to pick out the better players for regular team candidates. The principle involved, that athletics, especially school athletics, should be for the mass rather than the few, is not a new one. Most of the Western high schools follow the above-mentioned plan, and St. Paul's School in our own state is a nearer instance.

The following are the players, grouped according to their ability: Class A: J. Bartlett, Rob. Bartlett, Elliott, Elmer Palmer, Elwin Palmer, Russell, Salner, Stearns, Tyler, Watts, Tooher. Class B: Dick Bartlett, Double, Eastman, Goldsmith, C. Graham, R. Ladd, Learnard, Miller, J. Miltimore, Shepard. Class C: Curtis, Farrar, R. Graham, Haslam, Hazelton, Kimball, McClure, Mears, R. Miltimore, Ordway, Richardson, Ryan, Sawyer, Soper, Swett, Tewksbury, Williamson, Kloeber.

The teams follow in this order, the men being tried out in various positions by the captains:

GREEN.	BLUE.
Salner, Capt.	E. Palmer, Capt.
J. Bartlett	Curtis
Richard Bartlett	Double
Eastman	Frost
Kimball	Goldsmith
Learnard	Haslam
Mears	Palmer
Ryan	Richardson
Silver	Russell
Tooher	
RED.	YELLOW.
Tyler, Capt.	Watts, Capt.
Rob. Bartlett	Elliott
C. Graham	Farrar
McClure	R. Ladd
Miller	Mills

J. Miltimore	R. Miltimore
Potter	Ordway
Stearns	Sawyer
Swett	Shepard
Tewksbury	Kloeber
Williamson	Webster

The first game was played Wednesday, April 6, between the Green and the Blue teams. The Greens were in such good form that they had no trouble in defeating their opponents to the tune of 11 to 0. Mr. Silver showed that he had not forgotten his old art of pitching. Tooher is surely a find for the Green team. Palmer did not pitch his usual strong game for the Blues, doubtless because the catcher was one with whom he was not familiar. Frost at first and Curtis at short played admirably.

The line-up:

GREEN.	BLUE.
Tooher, c	2b, p, E. Palmer
Salner, ss	1b, Frost
Silver, p	c, Double
J. Bartlett, lf	p, 2b, Elmer Palmer
Eastman, 3b	ss, Curtis
Learnard, 2b	3b, Russell
Kimball, cf	cf, Haslam
Mears, rf	lf, Richardson
R. Bartlett, lb	rf, Goldsmith

April 7, the Greens and Reds played a very exciting game. The former, although not having their regular pitcher, Mr. Silver, finished in the lead, the score being 9 to 8. Rob. Bartlett, in the box for the Reds, played a consistent game. He is doubtless of first team caliber. R. Ladd, Elliott, Tyler, and Salner, played in good form.

The line-up:

GREEN.	RED.
Tooher, c	lb, Elliott

Salner, ss	p, Rob. Bartlett
Eastman, p	ss, Tyler
J. Bartlett, lf	3b, Miller
Kloeber, lf	c, Stearns
R. Ladd, 3b	2b, J. Miltimore
Learnard, 2b	rf, Tewksbury
Kimball cf,	cf, C. Graham
Mears rf,	lf, Mills
R. Bartlett, lb	

A game between the Greens and the Yellows on April 8, was won by the Greens by a score of 9 to 3.

THE SCHOOL TEAM'S SCHEDULE.

Stearns, '11, manager of the regular team, has arranged a schedule of eleven games to be played at home and abroad. It begins with the Alumni game, April 19, and continues as follows:

April 23,	Manchester High, Derry
May 4,	" " Manchester
" 20,	Milford High, Derry
" 25,	Methuen High, Methuen
" 28,	St. Joseph's High, Derry
*June 4,	Punchard School, Derry
" 3,	Methuen High, Derry
" 10,	Sanborn Seminary, Kingston
" 15,	Nashua High, Derry
" 17,	Sanborn Seminary, Derry
*Undecided.	

TRACK.

With only three veterans, the prospect of a team that will win isn't very encouraging, but with the new material something may be done which will surprise the knowing ones.

In the high jump, Rob. and John Bartlett and Learnard are showing up good, while in the pole vault J. Bartlett is showing his usual consistent form. A capable broad jumper must be searched for before this squad is complete.

There is a great dearth of sprinters, R. Ladd and Mears appearing to have much ability, on paper. Several promising men are out for the quarter and two-twenty.

In the longer runs are two of last year's men, Abbott and Curtis, and a wealth of new material. The mile should be very fast this year.

The weights, as usual, are our weakest place. We have almost lost the Sanborn meet several times because of this weakness, and we did lose it last year on account of it.

The Sanborn meet has been arranged for the usual date, May 30, at Kingston. Negotiations are also in progress for a triangular meet between Sanborn, Punchard, and Pinkerton. The handicap meets of last year are to be continued. The first of the series will be held on the 20th of April. One will be held every week up to May 1. On the next Wednesday will occur the annual Interclass meet, and on the next Monday, the Pinkerton-Sanborn meet.

SANBORN-PINKERTON TRACK RECORDS.

100 Yds., 11 1-5 s.,	Kaulback, P., 1907
	Griffiths, P., 1908
220 Yds., 24 2-5 s.,	Griffiths, P., 1909
220 Hurdles, 26 2-5 s.	Flint, S., 1908
440 Yds., 56 s.	Griffiths, P., 1909
880 Yds., 2 min., 12 4-5 s.,	
	F. J. Shepard, P., 1908
Mile, 4 min., 46 3-5 s.,	Cuendet, S., 1908
Hammer, 117 ft., 5 in.,	Smith, S., 1909
Discus, 103 ft., 3 3-4 in.,	Bancroft, P., 1906
Shot, 40 ft.,	Bancroft, P., 1906
Pole Vault, 9 ft., 2 in.,	F. Corson, P., 1908
High Jump, 5 ft., 2 in.,	F. Corson, P., 1908
Broad Jump, 20 ft., 1 in.,	J. Ladd, S., 1908

TENNIS.

The tennis court is being put into shape and will soon be ready for those who wish to use it. During the spring term in times past the tennis court used to be the scene of many warm and exciting contests, and annual tournaments were held. Within the last two or three years, however, the court has fallen into disuse. It is to be hoped that it will return to its former popularity this spring.

Alumni Department

The Reunion.

The fourth biennial reunion of the Pinkerton Academy Alumni Association was held at the American House, Boston, Thursday evening, March 31, one hundred members being present. The Trustees were represented by Mr. John C. Chase of Derry and Rev. Robert W. Haskins of Reading, Mass., and the Faculty by five members. Among the older Alumni, of whom there was an unusual number present, were the Morrison family,

two brothers and two sisters, formerly of Londonderry, now of Cambridge, Mass. The recent graduates present were Mr. Frederick J. Shepard, Jr.; Mr. Harry Hager of Boston, Mass.; Mr. William Gasquin of Tufts College; and Miss Marion Blood of Salem Normal School.

A social hour was followed at half past six by a banquet, after which the report of the last meeting was read by the Secretary, Mr. Everett W. Boyd, who also read letters of regret from absent (?) members

of the Association. Mr. George Brickett, running for Congress, was compelled to attend an important political meeting; Mr. Chase was too busily engaged in installing steam appliances in the Academy for the new course in Plumbing; Mr. Henry Warner, in the absence of his daughters, must give music lessons to their pupils; Rev. Halah Loud was prevented from coming by the absence of his chauffeur, and the difficulty of reaching Lynnfield Centre at a late hour, no train leaving Boston for that remote town later than 2 o'clock p. m.

The President of the Association, Mr. Robert L. O'Brien, made a short address, and introduced as Toastmaster Mrs. Frederick J. Shepard. The opening speech was made by Mr. Bingham. Principal E. L. Silver followed with an address upon the present aims and the needs of the Academy, and Mr. John C. Chase also spoke of its present conditions. Miss Anna Barndollar's subject was "A Tyro in Journalism." Mrs. Fanny Webster Ray gave humorous and very interesting reminiscences of the Academy in the 50's and 60's, and Rev. Mr. Haskins read an original poem. A letter from a former principal, Mr. Stanton, was read by Mr. J. Warren Bailey, who exhibited a copy of the New Testament, one of those presented to the students by Mr. Stanton in 1861.

Delightful music was rendered by the Misses Warner, Mrs. Maria Montgomery Brickett, Miss Mary Montgomery, and Mr. W. E. Mills, and as a closing exercise all sang the Academy song, "Oh! Pinkerton, We Hail Thee."

To many of us this last reunion was the best of the four, and the time will

seem long while we are waiting for the next meeting.

Alumni Notes.

(* Denotes non-graduate, year given being last of attendance.)

'58. Henry Goodwin, proprietor of the Crawford House, Boston, Mass., gave a dinner to his friends on his 75th birthday. The large dining room and banquet hall were beautifully decorated. Many letters and telegrams of congratulations were received and a handsome bouquet was sent by the Royal Arcanum Club. Mr. Goodwin replied in a happy vein to the messages of good will, and in closing said:—

"Electrical appliances have superseded steam,
And old-time sailing vessels are an antiquated dream;
We have wireless telegraphy, and fly o'er land and sea,
Play on 'machine' pianos and never touch a key;
Progression is our motto, modern times have come to stay,
But we make our friends and hold them In the good old-fashioned way."

***'80's.** George H. Learnard is one of the Boston agents of the E. M. F. Co., Detroit, Mich., manufacturers of automobiles.

***'87.** John S. Couch is President of the Fireman's Relief Association of Worcester, Mass.

'02. Frederick P. Scribner has recently been appointed to a position in the Massachusetts General Hospital.

***'03.** George W. Priest of Manchester, N. H., is now in Bristol, Conn., where he

has a position with a thermometer company.

'05. Marion C. Webster was one of thirty students, out of three hundred and sixty, to be chosen to the Phi Beta Kappa Society at Smith College, Northampton, Mass.

'05. Bessie E. Bradford was elected a member of the Board of Education, Derry Village, N. H., at the annual meeting of the district in March.

'07. Ira B. Knight has been engaged to coach the Lewiston, Me., High School baseball team this spring. He will carry on the work in conjunction with his regular duties as a student at Bowdoin College, Brunswick, Me.

***'08.** Della B. Dicey is employed as night operator in the Derry office of the New England Tel. & Tel. Co.

'08. Sylvia M. Dinsmoor is teaching in District No. 4, Derry, N. H.

Faculty, '09, Mr. Edmund R. Angell attended the lecture give at Boston, Mass., by Commander Robert E. Peary.

Faculty, '10. Miss Susan D. Bartley spent the Easter vacation with friends in Boston, and Dartmouth, Mass.

Births.

Norwood, Mass., November, 1909. To

Mr. and Mrs. William Score, (Helen H. Haskins), a son.

Marriages.

Manchester, N. H., March, 1910; Robert F. Herrick (*'07) and Miss Mildred Dicey.

Engagements.

Mae A. McCallum, '09, of Derry to Mr. James A. Reed of Lawrence, Mass.

Obituary.

Mrs. Lydia Merriam, wife of Rev. Charles L. Merriam, pastor of the Central Church and a member of the Academy's Board of Trustees, died here at her home March 22, 1910, after an illness lasting for some months.

She was a daughter of Mr. and Mrs. Simeon McLauthlin, of Kingston, Mass., and a lineal descendent of Governor Bradford and John Alden of Mayflower fame.

Possessed of a beautiful christian character, her unselfish devotion to her friends and church had a marked effect upon those who knew her. Her memory will ever be cherished by all who were so fortunate as to possess her acquaintance.

Philomathean Society.

The first meeting of the present term was called to order Thursday evening, April 7, at 7 o'clock, R. L. Bartlett, President, occupying the chair. There was the usual number in attendance. Two questions which provoked much discussion were placed before the house by the Pru-

dential committee. The first was regarding the exclusion from the United States of Chinese laborers. Kloeber, '13, spoke in favor of their admission to the country while Ordway, '13, advocated their exclusion. The house was about evenly divided upon the question, a number rallying

to the aid of both of the main speakers. Miss Langley, '11, Miss Knight, '13, and Mr. Hodson, '12, decided that it had been shown that the Chinese should not be excluded. An extemporaneous debate based upon the changes recently made in the football rules was assigned to McClure, '12. A number of players on last year's school team participated in the general debate which followed. It seemed to be the opinion of a number that the new rules would "spoil the game." There were those, however, who assailed their arguments vigorously. The meeting adjourned at 8:45.

The meeting held Thursday, April 14, was well attended, and there were animated and heated discussions on all matters brought before the meeting for debate. "Resolved, That a domestic science

course is desirable in all schools," an extemporaneous debate given to Miss Knight, was the subject of a lively argument.

A second public debate under the auspices of the society will be held within a short time, between the classes of 1910 and 1912. The winning of this debate will entitle the Seniors to place their numerals upon the 1905 cup, and naturally they will expend all their efforts in the preparation of their debate. The Junior Middle debating team, recently elected, consists of R. Bartlett, McClure, and Hodson. The Seniors will be represented by the same team which competed with the Senior Middlers in March. They will argue the truth of the proposition, Resolved, That Women should be Given the Right to Vote.



In Algebra.

Teacher. "In Ex. 33, how many eggs did the hen lay?"

R. C. G., '11. "Four and fifty-eight sixteenths."

"Once upon a midnight dreary

Grinds.



As I pondered, weak and weary,
O'er a portion of my Virgil,
With trouble as of yore;
Suddenly there came a tapping,
And I heard while I was napping:
'Don't stop on this; there's plenty more.'"

Translations overheard during recitations:

"She felt a sharp cooking in her eyes."

"He was the only man among them who had a head."

"The frog cackled."

"She wears a chain around her heart."

Mr. Bingham, in Latin IV, tries to impress upon Norton the meaning of *debilito*.

Mr. B. "You've suffered from a 'debility,' haven't you?"

Norton. "No."

Mr. B. "That so? You've been excused from school quite a number of times on account of them."

And somebody looked foolish.

H. O. H. '10. "A foreigner must be *equalized* before he can vote in this country."

Here are some of our boys. Do you know them? Donkey, Socrates, Bud, General, Rosie, Hen, Chippy, Mike, Twin, Parson. More later; the census isn't complete as yet.

Snakes are different from what they were when we were young. One of the girls tells us that they now have fins.

"Now, you poor monkey!" Isn't that rather inappropriate for class-room con-

versation?

Are things taught in the wrong way at Pinkerton? It was only the other day that we found a girl who was firm in her belief that in baseball a home run counts two.

A farmer from the country
Who had driven into town,
Looked with wide-eyed wonder
At the girls a-walking 'round.

"Well, I'll be blowed!"
The rough old fellow said:
"Who ever heard of wearing
A hay stack on one's head!"

"They breathed the fresh saltiness of the air."

G. M. S., '12. "—Quod naves propter naves magnitudinem nisi in alto constitui non poterant." Because the ships on account of their large size could not draw unless in the high places?

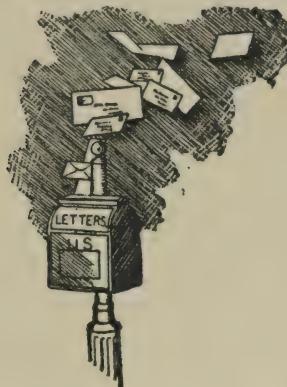
Instructor. "What are the high places? The mountains?"

G. M. S. "Why, I suppose so."

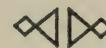
S. P. C. "Why do you use that hard pencil instead of a soft one?"

D. M. M. "This is a hard picture that I'm trying to draw."





Exchanges.



Much has been written regarding the influence of environment upon character. Certain it is that the character of a school paper is determined to a great extent by the situation of the school which it represents. There is invariably a difference, more or less clearly defined, between the paper of the town and the paper of the city. There is always a difference between the paper from the West and the paper from the East. What would be distasteful to many readers of the CRITIC, would be taken as a matter of course were it to be published in many high school papers. The conservatism which marks almost all of the papers of New England does not exist in the papers of the Western states. We find them constantly breaking away from old customs with the reckless daring characteristic of the growing West.

A great number of our exchanges apparently have not realized as yet the importance of having what might be called a well balanced paper. We have in previous numbers of the CRITIC criticized the number of jokes printed in some papers. We will not consider further this most common and sometimes almost flagrant abuse. Most papers which are,

generally speaking, very good, fail in one department,—the failure being offset by an excess in another department. We find the Alumni and Exchange Columns to be the ones most frequently slighted. We consider a paper without one of these departments to be seriously deficient, for they are both needed to keep in touch with the school's graduates and with other papers of the same standard.

The *Red and Gray*, Fitchburg, Mass., is supported by a large number of first-class poets. "The Curse on the House of Elliott" was evidently modeled on a story of Poe's somewhat similarly named. There were two other stories that came very near being tragic. The Exchange Column was very meager.

"Beethoven's Shade" is an interesting story in the *L. H. S. Quarterly*, Lewiston, Me. Together with similar jokes under the head of "Our Foolish Contemporaries," the *Quarterly* printed four lines of poetry about the mythical subscriber who came around and paid his bill. We saw the same "poem" in the first exchange we received last fall. We have seen it repeatedly since, with "Ex" tagged to it.

The Shad, Fairbault, Minn., belongs to the comic class of school papers. In

fact, in the March number we failed to find anything of a serious nature outside of the Exchange and Athletic Departments. The order of the paper was not very good, short verses and jokes appearing everywhere. We think that *The Shad* would be greatly improved if the jokes were reduced in number, if they were grouped together in one department, and if the space thus left vacant were to be filled with something of a more substantial nature. A more apt term to apply to the March number would have been "Neighbor's Number."

The Volunteer, Concord, N. H., is an interesting paper. It has gone so far as to establish a "Poets' Corner." We hardly think that the author of "The Rolling Stone" is a student of Cooper. A reading of "College Entrance Requirements" would lead one to think that the author has been through it all.

The *E. L. H. S. Oracle*, Auburn, Me., contains a good Literary Department. The Exchange Column is inexcusably short.

The *Increscent*, Beloit, Wis., pays due attention to the different departments. It is not overloaded with jokes, which places it above one-third of the exchanges we receive.

We are glad to receive a new exchange, the *Prospect*, from the State Normal School at Plymouth, N. H. The Exchange Column is good, though perhaps it could be improved by fewer quotations and more criticisms. It contains a large number

of good poems.

The *Spectator*, Johnstown, Pa., is a good paper. We like its cover design very much. It seems to us that two-thirds of a page is rather a small allowance for the Alumni, when the paper contains forty-eight in all.

The following exchanges have been received:

Alpha (New Bedford, Mass.), *Argus*, (Gardner, Mass.), *Artisan*, (Boston, Mass.), *Crimson and White*, (Gloucester, Mass.), *Echo*, (Kingston, N. H.), *E. L. H. S. Oracle*, (Auburn, Me.), *Gates Index*, (Neligh, Neb.), *Goddard Record*, (Barre, Vt.), *H. S. Review*, (Hamilton, Ohio), *Increscent*, (Beloit, Wis.), *Karux*, (Phillipsburg, N. J.), *Lakonian*, (Laconia, N. H.), *Lawrence Commercial College Journal*, (Lawrence, Mass.), *L. H. S. Quarterly*, (Lewiston, Me.), *Lilliputian*, (Canton, N. Y.), *Lookout*, (Derby, Conn.), *Megaphone*, (Franklin, Mass.), *Mercury*, (Milwaukee, Wis.), *Mirror*, (Waltham, Mass.), *Now and Then*, (St. Paul, Minn.), *Prospect*, (Plymouth, N. H.), *Quarterly Tatler* (New York, N. Y.), *Red and Gray*, (Fitchburg, Mass.), *Reveille*, (Northfield, Vt.), *Review*, (Lowell, Mass.), *School Life*, (Melrose, Mass.), *Seminary Breeze*, (Orange, Ill.), *Spectator*, (Johnstown, Pa.), *Spinner*, (Memphis, Tenn.), *Spud*, (Alliance, Neb.), *Tattler*, (Nashua, N. H.), *Tuftonian*, (Boston, Mass.), *Tufts Weekly*, (Boston, Mass.), *Volunteer*, (Concord, N. H.), *Vox Studentis*, (Union City, Tenn.), *Kimball Union*, (Meriden, N. H.)

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